

United States History I

GRADE 10

STANDARD 1

History

The student uses materials drawn from the diversity of human experience to analyze and interpret significant events, patterns and themes in the history of the United States and the world.

To meet this standard, the student will:

Benchmark 10.1.1: Reconstruction: Analyze the reasons for the implementation of the Reconstruction Movement after the Civil War.

Indicator:

- 10.1.1.1 Explain the effects of the Civil War in the United States including changes in socio-economic status of blacks in the South and changes in political rights of former slaves

Benchmark 10.1.2: Westward Expansion: Analyze reasons for Westward Expansion and the disappearance of the American Frontier.

Indicator:

- 10.1.2.1 Explain the effects of westward expansion

Benchmark 10.1.3: The Industrial Age and Progressivism: Analyze reasons for the growth of US industry, the Great Immigration and the emergence of the Progressive Movement.

Indicator:

- 10.1.3.1 Explain the effects of industrialization and immigration to the United States in the 19th century
10.1.3.2 Analyze the impact of industrialization and the modern corporation in the United States on economic and political practices
10.1.3.3 Analyze the reasons for the rise and growth of labor organizations in the United States
10.1.3.4 Explain the goals and outcomes of the late 19th and early 20th century reform movements of Populism and Progressivism

Benchmark 10.1.4: Imperialism and World War I: Analyze the reasons that countries gained control of territory through imperialism and the impact on people living in the territory that was controlled

Indicator:

- 10.1.4.1 Trace the development of the United States as a world power with emphasis on the Spanish-American War and U.S. imperialism in the Far East, South Pacific, Caribbean and Central America
10.1.4.2 Trace the development of the United States as a world power with particular emphasis on participation in World War I

Benchmark 10.1.5: The Roaring 20s: Identify major historical patterns in the domestic affairs of the United States during the 1920s and explain their significance

Indicator:

- 10.1.5.1 Analyze the major political, economic and social developments of the 1920s

Benchmark 10.1.6: The Great Depression and the New Deal: Identify major historical patterns in the domestic affairs of the United States during the 1920s and 1930s and explain their significance

Indicator:

- 10.1.6.1 Analyze the causes and consequences of major political, economic and social developments of the 1930s with emphasis on the Great Depression and New Deal

Key: 1. Grade/Focus Area 1.1 Standard 1.1.1 Benchmark 1.1.1.1 Indicator

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Benchmark 10.1.7: World War 2: Analyze the impact of U.S. participation in World War II, with emphasis on the change from isolationism to international involvement including the reaction to the attack on Pearl Harbor

Indicator:

- 10.1.7.1 Analyze the impact of U.S. participation in World War II with emphasis on events on the home front to support the war effort, including industrial mobilization, rationing, propaganda, women and minorities in the workforce and the internment of Japanese-Americans
- 10.1.7.2 Analyze how civilians in the US, Japan, Germany and other countries were affected by WW2
- 10.1.7.3 Explain how the rise in totalitarian and fascist regimes led to US entrance into WW2

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STANDARD 2

People in Societies

The student will use knowledge of perspectives, practices and products of cultural, ethnic and social groups to analyze the impact of their commonality and diversity within local, national, regional and global settings.

To meet this standard, the student will:

Benchmark 10.2.1: Cultures: Analyze the influence of different cultural perspectives on the actions of groups

Indicators:

- 10.2.1.1 Describe how the perspectives of cultural groups helped to create political action groups such as the National Association for the Advancement of Colored People (NAACP), American Indian Movement (AIM), United Farm Workers
- 10.2.1.2 Analyze the perspectives that are evident in African-American, American Indian and Latino art, music, literature and media and how these contributions reflect and shape culture in the United States

Benchmark 10.2.2: Interaction: Analyze the consequences of oppression, discrimination and conflict between cultures

Indicators:

- 10.2.2.1 Explain how Jim Crow laws legalized discrimination based on race
- 10.2.2.2 Analyze the struggle for racial and gender equality and its impact on the changing status of minorities since the late 19th century

Benchmark 10.2.3: Diffusion: Analyze the ways that contacts between people of different cultures result in exchanges of cultural practices

Indicator:

- 10.2.3.1 Explain the effects of immigration on society in the United States including housing patterns, political affiliation, education system, language, labor practices, and religion

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STANDARD 3

Geography

The student will use knowledge of geographic locations, patterns and processes to show the interrelationship between the physical environment and human activity, and to explain the interactions that occur in an increasingly interdependent world.

To meet this standard, the student will:

Benchmark 10.3.1: Places and Regions: Analyze the cultural, physical, economic and political characteristics that define regions and describe reasons that regions change over time

Indicator:

- 10.3.1.1 Explain how perceptions and characteristics of geographic regions in the United States have changed over time including urban areas, wilderness, farmland, centers of industry and technology

Benchmark 10.3.2: Human Environmental Interaction: Analyze geographic changes brought about by human activity using appropriate maps and other geographic data

Indicator:

- 10.3.2.1 Describe how changes in technology, transportation and communication affect the location and patterns of economic activities and use of productive resources

Benchmark 10.3.3: Movement: Analyze the patterns and processes of movement of people, products and ideas

Indicator:

- 10.3.3.1 Analyze the geographic processes that contributed to changes in American society including industrialization and post-industrialization, urbanization and suburbanization, climate, and immigration

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STANDARD 4

Economics

The student will use economic reasoning skills and knowledge of major economic concepts, issues and systems in order to make informed choices as producers, consumers, savers, investors, workers and citizens in an interdependent world

To meet this standard, the student will:

Benchmark 10.4.1: Markets: Compare how different economic systems answer the fundamental economic questions of what goods and services to produce, how to produce them, and who will consume them

Indicators:

- 10.4.1.1 Evaluate the effects of specialization, trade and interdependence on the economic system of the United States
- 10.4.1.2 Analyze the development and impacts of labor unions, farm organizations and business organizations on the U.S. economy

Benchmark 10.4.2: Government and the Economy: Explain how the U.S. government provides public services, redistributes income, regulates economic activity, and promotes economic growth and stability

Indicators:

- 10.4.2.1 Demonstrate how U.S. governmental policies, including taxes, antitrust legislation and environmental regulations affect individuals and businesses
- 10.4.2.2 Explain the reasons for the creation of the Federal Reserve System and its importance to the economy
- 10.4.2.3 Analyze the impact of the economic expansion of the Roaring 20s on the economy of the United States

Benchmark 10.4.3: Scarcity and Resource Allocation: Analyze how scarcity of productive resources affects supply, demand, inflation and economic choices

Indicators:

- 10.4.3.1 Explain the effects of shortages, surpluses and government-enforced controls on prices
- 10.4.3.2 Explain ways that people respond to incentives when allocating their scarce resources in their roles as producers, consumers, savers, workers and investors
- 10.4.3.3 Explain the impact of inflation on economic behavior

Benchmark 10.4.4: Production, Distribution and Consumption: Identify factors which inhibit or spur economic growth and cause expansions or recessions

Indicators:

- 10.4.4.1 Describe the functions of the components that make up an economic system and describe the relationships among them including: business, productive resources, financial institutions, government, and consumers
- 10.4.4.2 Identify factors that cause changes in economic growth including the effects of supply and demand on the labor market
- 10.4.4.3 Identify indicators that provide information to consumers on the current value or purchasing power of money with a focus on the Consumer Price Index, unemployment rate, Gross Domestic Product (GDP)

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STANDARD 5

Government

The student will use knowledge of the purposes, structures and processes of political systems at the local, state, national and international levels to understand that people create systems of government as structures of power and authority to provide order, maintain stability and promote the general welfare.

To meet this standard, the student will:

Benchmark 10.5.1: Rules and Laws: Analyze the evolution of the Constitution through post-Reconstruction amendments and Supreme Court decisions

Indicators:

- 10.5.1.1 Examine the U.S. Constitution as a living document by analyzing its evolution through amendments and Supreme Court decisions including: *Plessy v. Ferguson*;
- 10.5.1.2 Explain why the 13th, 14th, 15th, 18th and 19th Amendments were enacted and how they affected individuals and groups
- 10.5.1.3 Explain how interpretations of the basic principles found in the U.S. Constitution have changed over time

Benchmark 10.5.2: Role of Government: Evaluate, take and defend positions about issues concerning the alignment of the characteristics of American democracy with realities in the United States today

Indicators:

- 10.5.2.1 Analyze the actions of the U.S. government and evaluate the extent to which those actions reflect characteristics of American democracy and help to serve the public good
- 10.5.2.2 Explain, using examples, how political parties, interest groups, the media and individuals influence the policy agenda and decision-making of government institutions
- 10.5.2.3 Describe the changing relationships among the branches of the national government, and evaluate applications of the principles of separation of powers and checks and balances for serving the public good and protecting individual rights
- 10.5.2.4 Explain the major responsibilities of the federal government for domestic and foreign policy

Benchmark 10.5.3: Systems of Government: Analyze how citizens participate in the election process in the United States

Indicators:

- 10.5.3.1 Explain the role of elections and political parties (including third parties) in facilitating the democratic process
- 10.5.3.2 Describe the ways in which public officials are held accountable for the public good including ways they can acquire and lose their offices with emphasis on appointments, primary and general elections, the Electoral College, recall, impeachment
- 10.5.3.3 Explain how various systems of governments acquire, use and justify their power
- 10.5.3.4 Analyze the purposes, structures and functions of various systems of government including presidential democracies, dictatorships, and theocracies

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STANDARD 6

Citizenship Rights and Responsibilities

The student will use knowledge of the rights and responsibilities of citizenship in order to examine and evaluate civic ideals and to participate in community life and the American democratic system

To meet this standard, the student will:

Benchmark 10.6.1: Participation: Analyze ways people achieve governmental change, including political action, social protest and revolution

Indicators:

- 10.6.1.1 Describe the ways in which government policy has been shaped and set by the influence of political parties, interest groups, lobbyists, the media and public opinion with emphasis on:
 - a. Extension of suffrage
 - b. Labor legislation
 - c. Civil rights legislation
 - d. Environmental legislation
 - e. Business regulation
 - g. Educational policy
- 10.6.1.2 Explain how civil disobedience differs from other forms of dissent and evaluate its application and consequences including women's suffrage movement of the late 1800s-early 1900s

Benchmark 10.6.2: Rights and Responsibilities: Explain how individual rights are relative, not absolute, and describe the balance between individual rights, the rights of others, and the common good

Indicators:

- 10.6.2.1 Explain the considerations and criteria commonly used in determining what limits should be placed on specific rights including:
 - a. Clear and present danger
 - b. Compelling government interest
 - c. National security
 - d. Libel or slander
 - e. Public safety
 - f. Equal opportunity
- 10.6.2.2 Analyze instances in which the rights of individuals were restricted including conscientious objectors and German Americans in World War I as well as immigrants during the Red Scare of the 1920s

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STANDARD 7

Social Studies Skills and Methods

The students will collect, organize, evaluate and synthesize information from multiple sources to draw logical conclusions. Students communicate this information using appropriate social studies terminology in oral, written or multimedia form and apply what they have learned to societal issues in simulated or real-world settings.

To meet this standard, the student will:

Benchmark 10.7.1: Thinking and Organizing: Evaluate the reliability and credibility of sources

Indicators:

- 10.7.1.1 Determine the credibility of sources by considering the following:
 - a. The qualifications and reputation of the writer
 - b. Agreement with other credible sources
 - c. Recognition of bias
 - d. Accuracy and consistency of sources
 - e. The circumstances in which the author prepared the source
- 10.7.1.2 Critique evidence used to support a thesis

Benchmark 10.7.2: Communicating Information: Develop a research project that identifies the various perspectives on an issue and explain a resolution of that issue

Indicator:

- 10.7.2.1 Analyze one or more issues and present a persuasive argument to defend a position
- 10.7.2.2 Identify appropriate tools for communicating a position on an issue (e.g., electronic resources, newsletters, letters to the editor, public displays and handouts)

Benchmark 10.7.4: Problem Solving: Work in groups to analyze an issue and make decisions

Indicator:

- 10.7.4.1 Apply the processes of persuasion, compromise and negotiation to the resolution of conflicts and differences

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STANDARD 8

The student applies a Christian perspective to historic events and social studies concepts

To meet this standard, the student will:

Benchmark 10.8.1: Understand that God directs the course of history

Indicators:

- 10.8.1.1 Identify that the Bible tells us that God is directing history towards the central event of His return to establish His Kingdom on earth
- 10.8.1.2 Identify God's purpose in war, man's failures, catastrophic events, as well as man's successes

Benchmark 10.8.2: Understand that the Bible teaches us about God's design for government and economies

Indicators:

- 10.8.2.1 Analyze current political ideologies through a Christian worldview
- 10.8.2.2 Recognize God as the designer and Creator of its political and economic systems

Benchmark 10.8.3: Understand that God preserves and controls His creation so that it continues to function as He planned

Indicator:

- 10.8.3.1 Explain how the through study of social studies that God demonstrates His sovereignty over mankind

Benchmark 10.8.4: Understand that God created everything for His own purpose, and creation is meant to praise and glorify God

Indicator:

- 10.8.4.1 Identify that God created mankind to honor Him

Benchmark 10.8.5: Understand that God uses His creation to teach people eternal truth through the study of social studies

Indicators:

- 10.8.5.1 Understand that God is in control despite the man's fallen nature
- 10.8.5.2 Identify examples of patterns and order in social studies that point to God as the creator

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ADDENDUM

Benchmark 10.1.1: Reconstruction:

- Black Codes
- Reconstruction
- Radical Republicans
- Emancipation Proclamation
- 13th amendment
- 14th amendment
- 15th amendment
- Andrew Johnson
- Ulysses S. Grant
- Nathan Bedford Forest
- KKK
- Jim Crow Laws
- Plessey v Ferguson
- Gerrymandering
- Scalawags
- Carpetbaggers
- Share-cropping

Benchmark 10.1.2: Westward Expansion:

- The Homestead Act
- The Frontier
- Transcontinental railroad
- Cowboys
- Barbed wire
- Joseph Gliden
- Buffalo soldiers
- Cattle ranching
- Longhorn steer
- destruction of the buffalo herds and Plains Indian culture
- Dawes Severalty act
- General Custer
- Chief Sitting Bull
- Battle of Little Bighorn
- Chief Joseph
- Geronimo
- Battle at Wounded Knee
- Crazy Horse
- Buffalo Bill
- Rutherford B. Hayes
- Grover Cleveland
- The Chinese Exclusion Act
- Newlands Reclamation Act
- The Sierra Club
- John Muir

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Benchmark 10.1.3: The Industrial Age and Progressivism:

- The Great Migration
- Ellis Island
- Ethnic enclaves
- Little Italy
- Tenements
- Nativism
- The new immigrant
- The factory system
- The immigration acts of 1921 and 1924
- Angel Island
- urbanization
- Industrialism
- Bessemer process
- Andrew Carnegie
- JD Rockefeller
- JP Morgan
- Standard Oil
- Monopoly
- Trusts
- Alexander Graham Bell
- Thomas Edison
- William Carrier
- Department Stores
- Mail Order Catalogs
- Woolworths
- Henry Ford
- Ford Model T
- Assembly Line
- Mass production
- Unions
- Labor protection
- Progressivism
- The Jungle
- The Meat inspection act
- The Food and Drug act
- Theodore Roosevelt
- Trustbusting
- The Sherman Anti-Trust act
- The Clayton Anti-Trust act
- The National Park System
- Ida Tarbell
- Alice Paul
- Muckrakers
- Eugene Debs
- Mother Jones
- Woman's suffrage
- 19th amendment
- NAACP
- William Dubois

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Benchmark 10.1.4: Imperialism and World War I:

- The Spanish American War
- William McKinley
- Theodore Roosevelt
- Imperialism
- The explosion of the USS Maine in Havana harbor
- The Rough Riders
- Panama Canal
- The occupation of the Dominican Republic by US forces
- The Roosevelt Corollary to the Monroe Doctrine
- Dollar Diplomacy
- The Open Door Policy in China
- Collective security
- Internationalism
- Isolationism
- The assassination of Archduke Ferdinand of Austria
- Nationalism
- The Allies
- The Central Powers
- Kaiser Wilhelm II
- Trench warfare
- The Battle of the Somme
- The Battle of the Argonne Forest
- The sinking of the Lusitania
- The Zimmerman telegram
- Doughboys
- General John “Blackjack” Pershing
- The machine gun
- Big Bertha
- The role of airplanes in WW I
- Major Charles Whittlesey
- Treaty of Versailles
- The 14 points
- Woodrow Wilson
- The League of Nations
- November 11, 1918
- Influenza

Benchmark 10.1.5: The Roaring 20s

- Warren G. Harding
- The Roaring 20s
- Prohibition (18 amendment)
- Flapper girls
- Bootleggers
- Al Capone
- The Harlem Renaissance
- Langston Hughes
- Al Jolson
- Jazz
- Consumerism
- Installment buying
- The radio

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- KDKA Pittsburgh
- Babe Ruth
- The Spirit of St. Louis
- Charles Lindbergh
- Ford Model T
- Ford Model A
- The KKK
- Hiram Wesley Evans
- Booker T. Washington
- William DuBois
- Ida B. Wells
- NAACP
- Lynching
- Marcus Garvey
- UNIA
- Charles Evans Hughes
- The Saco-Vanzetti Trial
- Judge Webster Thayer
- The Red Scare
- Mitchell Palmer
- The Scopes Trial
- Calvin Coolidge
- Herbert Hoover

Benchmark 10.1.6: The Great Depression and the New Deal

- Black Thursday
- The causes of the Depression
- Conservatism
- Liberalism
- Radicalism
- Fascism
- The Dust Bowl
- Hoovervilles
- FDR
- The New Deal
- Bank Holiday
- The Bonus Army
- Huey Long
- The Share the Wealth program
- Supreme Court Packing
- Jimmy Braddock
- Swing
- Talking movies (Talkies)
- Escapist entertainment
- Grapes of Wrath

Benchmark 10.1.7: World War 2:

- Interventionism
- Isolationism
- Adolph Hitler
- Nazism
- Totalitarianism

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- Josef Stalin
- Mein Kampf
- The Nuremberg Laws
- The SS
- The Spanish Civil War
- Francisco Franco
- Guernica
- Benito Mussolini
- Japanese Militarism
- Emperor Hirohito
- The Rape of Nanking
- General Tojo
- Appeasement
- Anschluss
- The Partition of Poland
- September 1, 1939
- The Munich Conference
- Blitzkrieg
- Maginot Line
- The Battle of Britain (The Blitz)
- RAF
- Luftwaffe
- Pearl Harbor
- December 7, 1941
- Propaganda
- The Japanese Internment
- The Manhattan Project
- Albert Einstein
- Kamizaze
- The Battle at Iwo Jima
- The Battle of Iwo Jima
- The Battle of Okinawa
- Firebombing
- The Allies
- The Axis
- The Final Solution
- Concentration Camps
- USS St. Louis
- Ghettos
- Auschwitz
- Einsatzgruppen
- Heinrich Himmler
- Harry S. Truman
- Atom bomb
- Hiroshima
- Nagasaki
- Enola Gay
- VE Day
- VJ Day

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